



**COLLEGE OF MEDICINE
AND LIFE SCIENCES**
THE UNIVERSITY OF TOLEDO

CLINICAL CURRICULUM REFORM STEERING COMMITTEE MINUTES
WebEx
September 7, 2021

CALL TO ORDER

Dr. Stephanie Mann called the meeting to order at 5:30 p.m.

ANNOUNCEMENTS

ACTION

**NO NEW
ANNOUNCEMENTS**

NEW BUSINESS

**WORKGROUP
UPDATES**

Professional Development – Dr. Deepa Mukundan shared that all subgroups of the committee have met at least once, and the literature is under review. The subgroups were given until the end of this week to provide their content for the presentation on September 13. The overall group will work to ensure that recommendations from each of the subgroups do not overlap in a way that is redundant. The group is looking to find ways to integrate content into the Bridge course. In addition, a recommendation for longitudinal integration is to provide students with information about the sites they will rotate at for a specific clerkship, such as the patient population, common symptoms/illness they are likely to encounter, the hours of the facility, and social determinants of health for that population. The group is also looking into utilizing the professional organizations of the disciplines to highlight involvement in advocacy, policy, and enhancing patient centered care. This group is also working on a proposal for the implementation of the Pathways to Distinction, which will focus on 4-5 areas of concentration which will have opportunities for students to branch off into more specific areas of interest.

Resources and Infrastructure – Chris Prevette shared that the group met on August 31 to review the charge, timeline, and questions posed to the workgroup. The group is discussing the current LMS uses and functionality to start discussing what will be needed in a future LMS product to meet the specific needs of the curriculum reform. The group is working to identify additional stakeholders, such as representative from the clerkships to assess the needs across the curriculum. The workgroup has also added a member to represent ProMedica from an IT perspective. The group has identified that each clerkship may have unique needs and would like to go back and meet with each clerkship director individually to get their input. The group is also looking to address the need for monitoring and managing clinical capacities and sites, particularly as the anticipated need for the upcoming 2022-23 academic year will exceed the current availability. This focus of this group will likely intersect with the Faculty Development

workgroup as needs are established for training in the LMS and/or tracking systems. One suggestion this group is considering is developing a certificate program that faculty could participate in so that they can become proficient in the systems that are used, as well as learning how to teach across different modalities. A question was posed to the group as to whether the group has also discussed the need for longitudinal portfolio development for students, which will likely crossover with the work being done by the Professional Development workgroup. Chris shared that most LMS include an ePortfolio for students to build across the M1-M4 years so that they can show this product as part of their applications to residency and employers.

Faculty Integration and Development – Dr. George Darah shared that the workgroup will meet this upcoming Friday, September 10 to start their work. Dr. Shaza Aouthmany proposed that the training the group recommends could be incorporated into the new CME system. Offering the development for CME credit will motivate faculty to participate. Dr. Mann inquired as to whether it would be possible to incorporate the training into the CME platform in time for May 2022. Dr. Aouthmany shared that new AV equipment is expected to arrive and would make it possible for the content to be created and available in time. Utilizing the CME platform would enable access for all AHEC and hospital faculty. Dr. Darah also shared that there is a priority for building relationships with the faculty at ProMedica to get them engaged with the student. Education is needed to affirm that teaching medical students will not slow down production and that students are a value-add to the clinical environment.

Integration Workgroup – Dr. David Giovannucci spoke specifically to work being done by the Foundational Science subgroup. The group identified a need to coordinate with the Clerkship Directors to identify common issues or knowledge gaps in the students' foundational science knowledge when they get to the clinical years. The group is looking for different mechanisms to engage the foundational sciences in the clinical curriculum, such as having the students present cases relevant to the specific clerkship and developing concept maps to explore where the foundational sciences engage with the clinical assessment. The workgroup has recognized that the introduction of concept maps may require faculty and student development to educate on the process before the concept is used in practice. Dr. Nicole Dominiak shared that a similar model is used for case review in the Path Case Studies led by Dr. Amira Gohara and could be an opportunity to adapt some aspects of that work into the longitudinal curriculum. Dr. Mann suggested that this might be an opportunity to integrate biochemistry more intentionally in the third year and be aligned with LCME requirements and address student feedback/suggestions for improvement. Dr. Jason Huntley also suggested that there could be an opportunity to incorporate the basic scientists into the clinical learning environment so that they can better understand what needs to be taught in the foundational sciences.

Dr. Sharon Thomas provided an update from the Health Equity subgroup. The group is looking for opportunities to incorporate educational content into the clinical years through the Bridge course, the intersessions, and the ACC courses. The group is developing ideas to utilize workshops to educate students on using critical consciousness, thinking like physicians, and using reflection. The main issue the group is working on is faculty development. If students are uncomfortable talking about tissues, the faculty will be as well, so attention will need to focus on how to train the faculty to engage with the content. Dr. Giovannucci also recommended that this content could be an opportunity to think about health equity from a medical research lens, such how to design a research study.

NEXT STEPS

Each workgroup will provide a presentation to the Steering Committee on Monday, September 13, 2021.

The meeting
was adjourned
at 6:30 p.m.

X Indicates
follow up action
required

PRESENT

STEPHANIE MANN, MD, MS HPED; CARLY POLCYN (M4); CORAL MATUS, MD; CHRISTOPHER PREVETTE; DAVID GIOVANNUCCI, PHD; DEEPA MUKUNDAN, MD; GEORGE DARAH, DO; JAMIE DAUGHTON; JASON HUNTLEY, PHD; MARY R. SMITH, MD; MEHMOOD RASHID, MD; NICOLE DOMINIAK, MD; SHARON THOMAS, MD; SHAZA AOUTHMANY, MD; SHONOLA DA-SILVA, MD, MBA; ZOWE HAMIZADEH

EXCUSED:

James Molnar; Lori DeShetler, PhD; Neezam Altorak, MD; Nicholas Henkel (M3), Cathy Van Hook, MD, Jacob Bieszczad, MD; James Kelshinski, MD, Jeremy Laukka, PhD; Joan Duggan, MD, Thomas Artez, MD